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ABSTRACT

This annual report presents information about New Mexico's colleges and universities and the students who attend these institutions. The report provides information, in text, graphs, and tables, about: (1) students (the numbers that enroll, transfer, and receive degrees by ethnic group and gender); (2) financial aid (current funding levels and number of aid recipients); (3) student tuition and fees (the current charges and the rate of increase); (4) higher education financing (revenue sources, institutional expenditures, and faculty compensation); and (5) special programs such as the Eisenhower Mathematics and Science Program, Cooperative Education, and Educational Options Information Campaign. An executive summary points out that the number of high school graduates will increase by approximately 25 percent during the next 10 years, that 92 percent of the students enrolled in New Mexico's colleges and universities in fall 1993 were residents of New Mexico, that tuition and fees at public universities have increased by 42 percent over the past 5 years, and that the average statewide expenditure per full-time equivalent student is \$5,614. (JDD)

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1998
Commission on
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1993 Condition of Higher Education in New Mexico

Year Ending December 31, 1993

New Mexico
Commission on Higher Education
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This annual report contains information as provided by New Mexico's public universities and colleges through the 1993 calendar year. In order to report timely data, this document was published in January 1994. Data are derived from a variety of sources, most of which are on different reporting schedules. Thus, year-to-year comparisons are based on data available at December 1993.

Commission on Higher Education

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January 1994

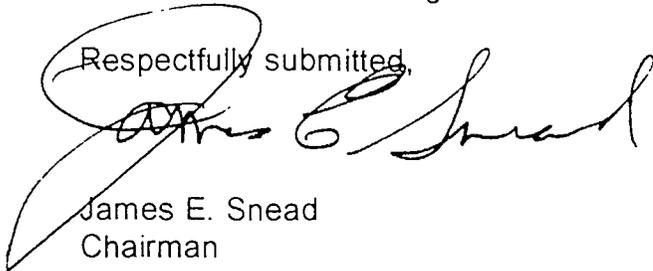
The Honorable Bruce King,
Governor of the State of New Mexico,
and
The Honorable Members of the New Mexico Legislature:

I am pleased to present the 1993 Condition of Higher Education in New Mexico. This annual report presents factual information about New Mexico's colleges and universities and the students who attend these institutions.

The purpose of this report is to provide information about 1) students ~ the numbers that enroll, transfer, and receive degrees; 2) financial aid ~ current funding levels and number of aid recipients; 3) student tuition and fees ~ the current charges and the rate of increase; 4) higher education financing ~ revenue sources, institutional expenditures and faculty compensation; and 5) special programs administered by the Commission ~ the Eisenhower Mathematics and Science Program, Cooperative Education, and Educational Options.

Beginning next year, I expect the content of this annual report to be revised and expanded as the Commission's revised and upgraded database comes on-line and the information system is re-established. We will then be able to make more rapid progress in developing an integrated higher education information system. During the coming year we will work with representatives of the colleges and universities to strengthen accountability efforts in higher education.

Respectfully submitted,



James E. Snead
Chairman

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EXECUTIVE SUMMARY

New Mexico higher education is entering a decade of expected sustained enrollment growth. The number of high school graduates will increase by approximately 25 percent during the next ten years. We need to ensure that a high-quality low-cost college education continues to be available to this growing number of students, regardless of income level, racial/ethnic background or place of residence. Enrollment pressures are likely to increase dramatically at many of our public colleges and universities. Our success in responding constructively and creatively to these expected pressures will determine the long-run economic vitality and social cohesion of New Mexico.

The condition of New Mexico higher education, as of January 1, 1994, is as follows:

Student Enrollments

- ◆ Approximately 99,000 students are currently enrolled in our public colleges and universities. The six public universities enrolled approximately 51 percent of the students, while the two-year institutions enrolled 49 percent.
- ◆ The six public universities enrolled approximately 62 percent of the full time equivalent (FTE) students, while the two-year institutions enrolled 38 percent. Fifteen years ago, the public universities enrolled 81 percent, while two-year institutions enrolled the remaining 19 percent. (Tables 1 and 2)
- ◆ The patterns of enrollment at the six public universities have varied considerably during the last 15 years. The institution with the greatest stability in enrollments has been Eastern New Mexico University, while New Mexico State University and the University of New Mexico have experienced a gradual increase in enrollments. The other three universities have experienced both enrollment increases and decreases during the last 15 years. (Tables 1 and 2)
- ◆ During the past five years, enrollments at the two-year institutions have grown most rapidly at the Dona Ana branch of NMSU, the Gallup branch of UNM, and the Roswell branch of ENMU. (Table 2)
- ◆ Ninety-two percent of the students enrolled in our colleges and universities in Fall 1993 were residents of New Mexico. (Table 3)
- ◆ Fifty-seven percent of the students enrolled in Fall 1993 were female. Among the universities, Western New Mexico University had the largest proportion of female students ~ 60 percent. Among the two-year institutions, the Grants branch of NMSU had the largest proportion of female students ~ 70 percent. (Table 4)
- ◆ Approximately seven percent of the students enrolled statewide in Fall 1993 were Native Americans. The Gallup branch of UNM and the Grants branch of NMSU had the largest proportion of Native American students ~ 73 percent and 30 percent, respectively. (Table 4)

- ◆ Hispanics accounted for 24 percent of the doctoral degree recipients during the 1991-92 academic year, up from the 14 percent of the 1987-1988 academic year. (Tables 5 and 6)
- ◆ The percentage of women recipients of associate, bachelor, and master's degrees have each increased by five percent since the 1987-1988 academic year. (Tables 5 and 6)

Tuition and Fees

- ◆ Students enrolled in our public universities pay an average of \$1,625 in tuition and fees, ranging from a high of \$1,872 at New Mexico State University to a low of \$1,390 at New Mexico Highlands University. (Table 8)
- ◆ Tuition and fees at New Mexico's public universities have increased by approximately 42 percent over the past five years. (Table 8)
- ◆ Students enrolled in our two-year institutions (both the branch campuses and the independent institutions) pay an average of \$589 in annual tuition and fees, ranging from a high of \$744 at the Dona Ana branch of NMSU to a low of \$360 at San Juan College. (Table 9)
- ◆ Tuition and fees at New Mexico's public two-year institutions have increased by 17 percent over the last five years. (Table 9)

Student Financial Assistance

- ◆ New Mexico students received \$155 million in financial aid (both grants and loans) during the 1992-93 academic year. Approximately 75 percent of this funding was provided by the federal government. (Table 10)
- ◆ New Mexico students borrowed approximately \$58 million to pay for their college expenses in the current academic year. (Table 10)

Higher Education Funding

- ◆ The general fund appropriation for higher education in fiscal year 1993-94 is \$392 million, which is 16.6 percent of the total general fund appropriation. (Table 11)
- ◆ Among New Mexico's colleges and universities, the average statewide expenditure (for "instruction and general") per full-time equivalent student is \$5,614. The average at the public universities is \$7,414; the average at the two-year branch institutions is \$3,373; and the average at the two-year independent institutions is \$6,055. (Table 12)
- ◆ During the past five years, New Mexico's colleges and universities have received approximately \$95 million in state capital outlay appropriations. Sixty-four percent of this funding was appropriated to the universities, 12 percent to the two-year branch campuses, and 23 percent to the two-year independent institutions. (Table 15)

PUBLIC COLLEGES AND UNIVERSITIES

Four-Year Institutions

Eastern New Mexico University (ENMU), Portales
New Mexico Highlands University (NMHU), Las Vegas
New Mexico Institute of Mining and Technology (NMIMT), Socorro
New Mexico State University (NMSU), Las Cruces
University of New Mexico (UNM), Albuquerque
Western New Mexico University (WNMU), Silver City

Two-Year Branch Institutions

Eastern New Mexico University, Roswell
New Mexico State University, Alamogordo
New Mexico State University, Carlsbad
New Mexico State University, Doña Ana
New Mexico State University, Grants
University of New Mexico, Gallup
University of New Mexico, Los Alamos
University of New Mexico, Valencia

Two-Year Independent Institutions

Albuquerque Technical-Vocational Institute (ATVI), Albuquerque
Clovis Community College (CCC), Clovis
Luna Vocational-Technical Institute (LVTI), Las Vegas
New Mexico Junior College (NMJC), Hobbs
New Mexico Military Institute (NMMI), Roswell
Northern New Mexico Community College (NNMCC), Española
Santa Fe Community College (SFCC), Santa Fe
San Juan College (SJC), Farmington
Tucumcari Area Vocational School (TAVS), Tucumcari

THE COMMISSION ON HIGHER EDUCATION

The New Mexico Commission on Higher Education is a statutory coordinating body whose members are appointed by the Governor to be broadly representative of the citizens of New Mexico. The Commission brings a statewide perspective in recommending and establishing policy direction and in providing leadership in higher education within New Mexico. The Commission was established to develop and coordinate a system of higher education that meets the needs of the citizens of the state within the resources available.

The mission of the New Mexico Commission on Higher Education is to:

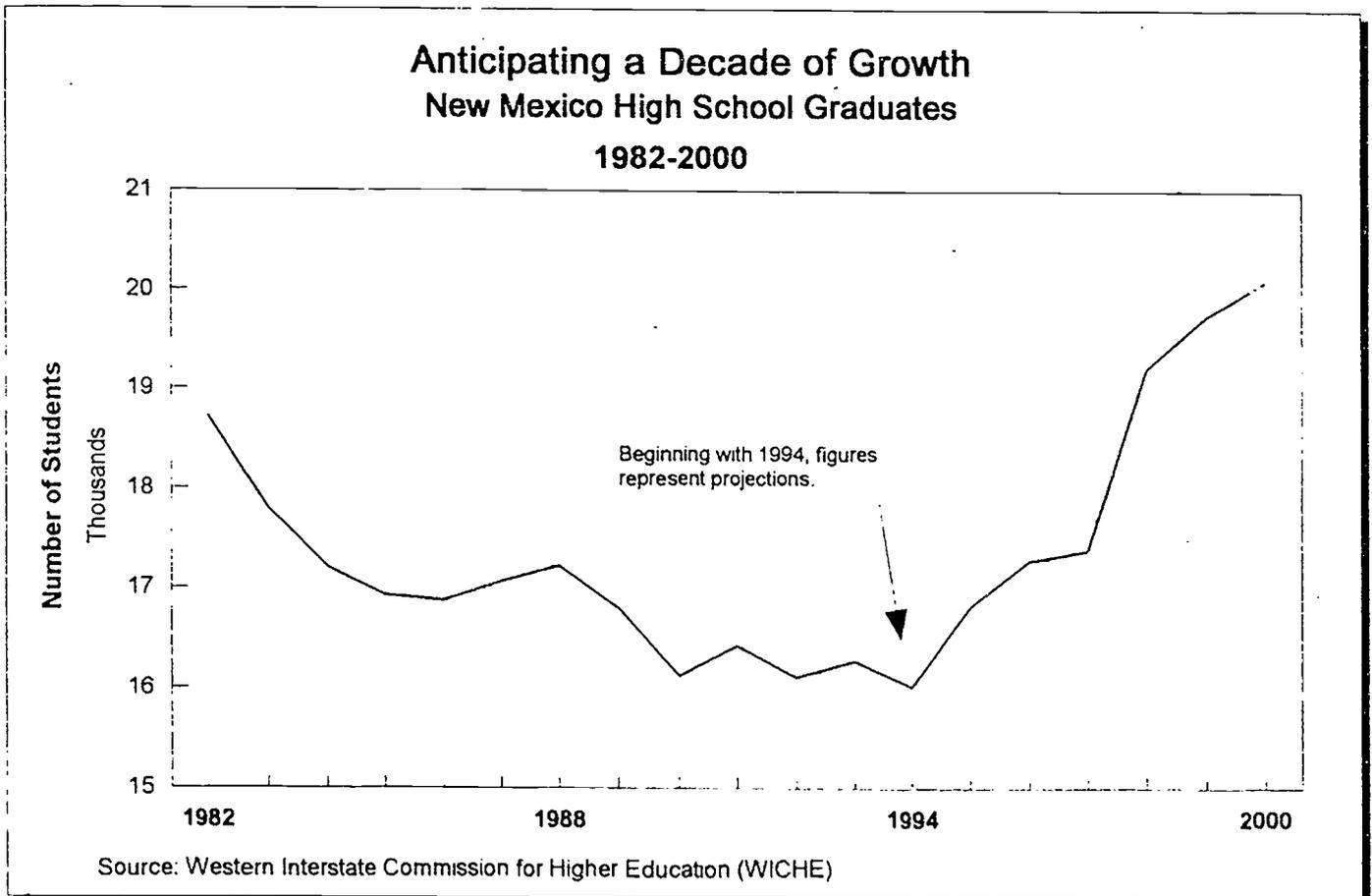
- ◆ Provide leadership in developing a shared vision of the system of higher education most appropriate for responding to needs of New Mexico's citizens in the present and in the future;
- ◆ Foster access to high quality postsecondary education for all New Mexico citizens, regardless of income level, ethnic background, place of residence, or disability;
- ◆ Identify and promote adequate and equitable funding for all of New Mexico's public postsecondary institutions, while encouraging efficient use of all available resources; and
- ◆ Promote and coordinate a high quality system of post-secondary education that is responsive to changing needs.

In pursuit of this mission, the Commission on Higher Education will:

- ◇ Establish and promote higher education policies that implement state goals and guide decision makers at both the state and institutional levels;
- ◇ Articulate state-level priorities for responding to the financial and programmatic needs of higher education in New Mexico;
- ◇ Provide a forum for focusing the energies and resources of all interested parties on priority education issues and for assisting collective efforts at all levels of education to achieve solutions; and
- ◇ Respond to all of the Commission's constituencies: the Governor, the New Mexico Legislature, educational institutions, current and future students, and the citizens of New Mexico.

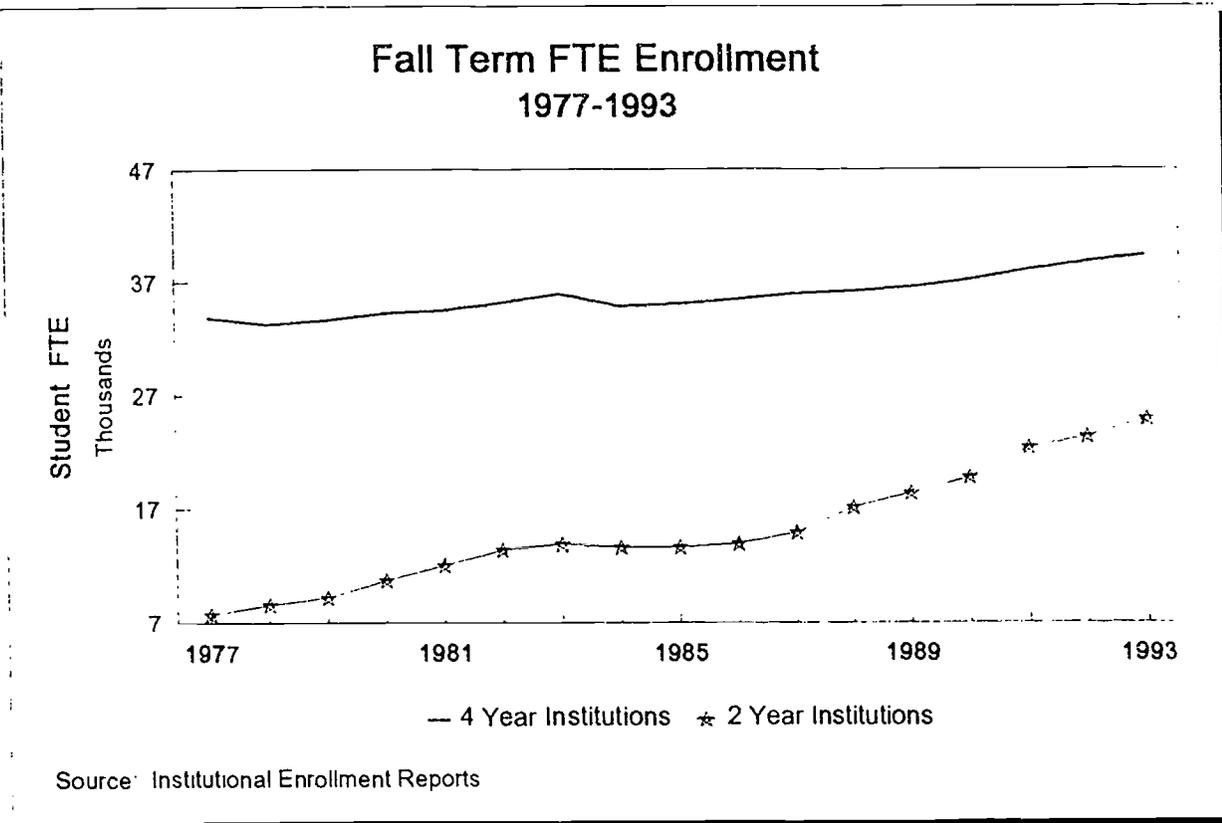
STUDENTS IN HIGHER EDUCATION IN NEW MEXICO

- ✓ Enrollment
- ✓ Ethnicity and Gender
- ✓ Certificates and Degrees Awarded
- ✓ Transfer of Credits
- ✓ Tuition and Fees
- ✓ Financial Assistance



ENROLLMENT

The next few pages will illustrate that enrollment at the higher education institutions in New Mexico has increased significantly during the past decade. Please note that although the number of high school graduates has been relatively constant during the past five years, the number is expected to increase 25% in the next six years. The projected number of high school graduates will continue to impact the enrollment in higher education, the number of degrees awarded, the number of credits transferred from one institution to another, the amount of revenue generated from tuition and fees, and the amount of financial aid available for disbursement to students.



History of Fall Term FTE Enrollment for New Mexico Four-Year Institutions

Table 1

Institution	1978	1983	1988	1993	% Change Over 5yrs.	% Change Over 10yrs.	% Change Over 15yrs.
ENMU	3,355	3,336	3,202	3,198	-0.1%	-0.4%	-0.5%
NMHU	1,857	2,026	1,798	2,249	25.0%	11.0%	21.1%
NMIMT	1,006	1,196	979	1,321	35.0%	1.1%	31.3%
NMSU	10,048	10,924	11,621	12,577	8.2%	15.1%	25.2%
UNM	15,972	17,115	17,343	18,305	5.5%	7.0%	14.6%
WNMU	1,112	1,406	1,273	1,760	38.3%	25.2%	58.3%
Total	33,350	36,003	36,216	39,410	8.8%	9.4%	18.1%

Refer to note on page 30.

- ◆ In Fall 1993, there was a combined enrollment of 39,410 full-time equivalent (FTE) students in New Mexico four-year institutions.
- ◆ FTE student enrollment at New Mexico four-year institutions has increased by 18.1% during the last fifteen years.
- ◆ The patterns of enrollment during this fifteen-year period have varied considerably among the six institutions.
- ◆ In 1978, 81% of the total FTE students in higher education were enrolled in these four-year institutions. In 1993, these institutions enrolled 62% of the total FTE students.

History of Fall Term FTE Enrollment for New Mexico Two-Year Institutions

Table 2

Institution	1978	1983	1988	1993	% Change Over 5yrs.	% Change Over 10yrs.	% Change Over 15yrs.
Two-Year Branch Institutions							
ENMU Roswell	813	901	924	1,497	62.0%	66.2%	84.1%
NMSU Alamogordo	655	732	850	1,153	35.7%	57.5%	76.0%
NMSU Carlsbad	321	465	545	749	37.4%	61.1%	133.3%
NMSU Dona Ana	241	466	794	1,725	117.3%	270.2%	615.8%
NMSU Grants	168	269	280	298	6.4%	10.8%	77.4%
UNM Gallup	358	637	825	1,392	68.7%	118.5%	288.8%
UNM Los Alamos	0	284	327	394	20.5%	38.7%	n/a
UNM Valencia	0	245	510	811	59.0%	231.0%	n/a
Total	2,556	3,999	5,055	8,333	64.8%	108.4%	226.0%
Two-Year Independent Institutions							
ATVI	2,910	4,089	5,297	7,896	49.1%	93.1%	171.3%
CCC	292	870	1,137	1,570	38.1%	80.5%	437.7%
LVTI	350	571	573	658	14.8%	15.2%	88.0%
NMJC	848	1,251	1,173	1,511	28.8%	20.8%	78.2%
NMMI	559	492	523	504	-3.6%	2.4%	-9.8%
NNMCC	381	816	874	990	13.3%	21.3%	159.8%
SFCC	0	342	870	1,280	47.1%	n/a	n/a
SJC	669	1,251	1,449	2,099	44.9%	67.8%	213.8%
TAVS	0	156	154	209	35.7%	34.0%	n/a
Total	6,009	9,346	12,050	16,717	38.7%	78.9%	178.2%
Grand Total	8,565	13,345	17,105	25,050	46.5%	87.7%	192.5%

- ◆ FTE student enrollment for New Mexico two-year institutions has increased by 192.5% over the last fifteen years.
- ◆ Between 1978 and 1993, enrollment at the two-year institutions increased from 19% to 38% of the total FTE student enrollment in New Mexico public institutions.

Source Institutional Enrollment Reports

Student Credit Hours (SCH) by Residency Status
Fall 1993

Table 3

Institution	Resident		Non-Resident	
	SCH	Percent	SCH	Percent
Four-Year Institutions				
ENMU	43,897	93.0%	3,310	7.0%
NMHU	30,580	94.4%	1,818	5.6%
NMIMT	13,526	68.5%	6,222	31.5%
NMSU	168,827	92.0%	14,690	8.0%
UNM	240,890	92.1%	20,584	7.9%
WNMU	21,082	81.3%	4,844	18.7%
Two-Year Branch Institutions				
ENMU Roswell	22,054	98.2%	406	1.8%
NMSU Alamogordo	17,085	98.8%	207	1.2%
NMSU Carlsbad	11,112	98.9%	119	1.1%
NMSU Dona Ana	25,032	96.7%	842	3.3%
NMSU Grants	4,437	99.3%	31	0.7%
UNM Gallup	20,605	98.6%	283	1.4%
UNM Los Alamos	5,721	96.7%	193	3.3%
UNM Valencia	12,048	99.0%	119	1.0%
Two-Year Independent Institutions				
ATVI	117,289	99.0%	1,164	1.0%
CCC	22,822	96.9%	730	3.1%
LVTI	9,770	99.1%	93	0.9%
NMJC	19,321	85.2%	3,349	14.8%
NMMI	2,066	27.3%	5,496	72.7%
NNMCC	14,529	97.9%	319	2.1%
SFCC	17,746	92.4%	1,450	7.6%
SJC	30,362	96.4%	1,120	3.6%
TAVS	3,016	96.4%	112	3.6%
TOTAL	878,369	92.8%	67,658	7.2%

Refer to note on page 30

Source: Fall 1993 Institutional Registrar Reports.

Ethnicity and Gender of Students Fall 1993

Table 4

Institution	Total Student Headcount	Anglo	Hispanic	Native American	Black	Asian	Female
Four-Year Institutions							
ENMU	3,764	72.2%	19.8%	1.8%	5.0%	1.2%	56.7%
NMHU	2,768	26.9%	65.8%	4.2%	2.7%	.4%	57.6%
NMIMT	1,722	76.0%	18.3%	2.4%	1.0%	2.3%	37.3%
NMSU	15,788	61.5%	32.1%	3.6%	2.0%	.8%	49.5%
UNM	24,670	67.5%	23.8%	4.0%	2.2%	2.5%	54.9%
WNMU	2,342	52.4%	42.4%	2.4%	2.3%	.4%	59.8%
Two-Year Branch Institutions							
ENMU Roswell	2,517	63.6%	32.5%	.9%	2.2%	.8%	65.4%
NMSU Alamogordo	2,095	69.1%	18.2%	4.3%	6.4%	2.1%	59.8%
NMSU Carlsbad	1,271	67.9%	25.6%	4.7%	1.2%	.6%	62.2%
NMSU Dona Ana	3,697	45.1%	47.9%	3.1%	3.2%	.6%	49.0%
NMSU Grants	516	39.5%	28.3%	30.4%	1.2%	.6%	69.6%
UNM Gallup	2,603	15.8%	10.4%	72.9%	.5%	.4%	64.3%
UNM Los Alamos	1,055	69.2%	26.0%	2.1%	.5%	2.3%	58.9%
UNM Valencia	1,442	46.9%	49.1%	2.8%	.8%	.4%	68.9%
Two-Year Independent Institutions							
ATVI	14,841	48.7%	36.5%	6.0%	3.0%	1.5%	58.0%
CCC	3,452	73.9%	17.2%	.8%	6.4%	1.7%	63.7%
LVTI	1,236	10.7%	88.6%	.4%	.3%	0%	58.3%
NMJC	2,691	73.2%	21.7%	.8%	3.9%	.4%	62.3%
NMMI	448	65.3%	15.9%	1.4%	10.5%	6.8%	12.7%
NNMCC	1,566	18.1%	74.7%	6.3%	.3%	.6%	65.4%
SFCC	3,722	54.6%	41.6%	2.7%	.5%	.7%	64.6%
SJC	4,182	62.0%	10.5%	26.6%	.4%	.5%	64.5%
TAVS	355	55.9%	40.3%	1.9%	1.6%	.3%	60.8%
Statewide Total	96,231	59.6%	30.0%	6.8%	2.3%	1.3%	56.5%

Refer to note on page 30

**Ethnicity and Gender
Certificate and Degree Recipients
(by percent)**

Table 5

Type of Degrees	Total Student Recipients	Anglo	Hispanic	Native American	Black	Asian	Female
Associate Degrees and Certificates							
1987-88	1,913	59.6%	24.6%	13.0%	1.7%	8%	61.7%
1988-89	1,958	58.5%	26.7%	12.4%	1.7%	3%	63.5%
1989-90	2,346	59.9%	25.1%	11.7%	1.8%	5%	60.5%
1990-91	2,384	57.8%	29.4%	10.1%	2.0%	7%	59.1%
1991-92	2,437	58.7%	29.4%	8.9%	2.5%	0.6%	65.5%
Bachelor's Degrees							
1987-88	4,437	71.5%	23.2%	2.2%	1.8%	1.3%	50.3%
1988-89	4,668	70.0%	24.5%	2.4%	1.7%	1.4%	50.2%
1989-90	4,737	71.0%	23.0%	2.5%	1.8%	1.7%	52.6%
1990-91	4,906	71.7%	22.8%	2.5%	1.8%	1.2%	52.8%
1991-92	5,180	71.4%	23.4%	2.2%	1.9%	1.1%	55.2%
Master's Degrees							
1987-88	1,753	75.6%	19.3%	2.1%	1.3%	1.7%	50.3%
1988-89	1,832	79.4%	16.1%	2.2%	1.4%	9%	50.2%
1989-90	1,817	79.9%	16.0%	2.4%	1.0%	7%	52.6%
1990-91	1,853	77.9%	16.2%	3.0%	1.7%	1.2%	56.9%
1991-92	2,020	78.9%	16.2%	2.0%	1.3%	1.6%	55.7%
Doctoral Degrees							
1987-88	386	75.5%	13.9%	3.0%	1.1%	6.5%	46.4%
1988-89	398	79.0%	16.7%	2.0%	3%	2.0%	40.2%
1989-90	402	78.6%	16.8%	2.0%	1.2%	1.4%	37.8%
1990-91	397	75.4%	20.5%	1.5%	1.8%	9%	38.8%
1991-92	405	70.9%	24.2%	2.3%	0.9%	1.7%	39.8%

Refer to note on page 30

Source: The CHE Degree File and the Completions Survey for the Integrated Post-Secondary Education Data System.

**Ethnicity and Gender
Certificate and Degree Recipients
(in numbers of students)**

Table 6

Type of Degrees	Total Student Recipients	Anglo	Hispanic	Native American	Black	Asian	Female
Associate Degrees and Certificates							
1987-88	1,913	1,131	470	248	33	15	1,181
1988-89	1,958	1,134	523	243	33	5	1,244
1989-90	2,346	1,374	590	275	43	11	1,419
1990-91	2,384	1,379	682	252	42	13	1,476
1991-92	2,437	1,416	709	215	60	14	1,596
Bachelor's Degrees							
1987-88	4,437	3,080	1,000	96	77	53	2,232
1988-89	4,668	3,193	1,120	110	77	64	2,344
1989-90	4,737	3,282	1,062	117	81	79	2,494
1990-91	4,906	3,424	1,091	118	88	57	2,565
1991-92	5,180	3,641	1,190	113	95	57	2,857
Master's Degrees							
1987-88	1,753	1,235	316	34	21	28	969
1988-89	1,832	1,284	261	35	23	15	1,017
1989-90	1,817	1,305	261	39	16	12	1,007
1990-91	1,853	1,292	268	50	28	20	981
1991-92	2,020	1,436	295	37	24	29	1,125
Doctoral Degrees							
1987-88	386	278	51	11	4	24	179
1988-89	398	275	58	7	1	7	160
1989-90	402	272	58	7	4	5	152
1990-91	397	254	69	5	6	3	146
1991-92	405	246	84	8	3	6	161

Refer to note on page 30

Source: The CHE Degree File and the Completions Survey for the Integrated Post-Secondary Education Data System

Transfer of Credits Among New Mexico's Postsecondary Institutions

Since the mid-1980s, the Commission on Higher Education has encouraged more efficient use of two-year public institutions as an entry point for new postsecondary students and has urged institutions to facilitate transfer for those students wishing to complete baccalaureate degrees at four-year institutions.

- ◆ Early in the 1980s, about 30% of first-time freshmen enrolled at two-year institutions; by Fall 1990, 63% of first-time freshmen were beginning their studies at two-year institutions.
- ◆ New Mexico's four-year institutions are accepting increasing numbers of transfer students and increasing percentages of the credits presented for transfer.

Table 7

Academic Year	Number of Transcripts Evaluated	Number of Credits Evaluated	% Credits Accepted for Transfer
1989-90	1,728	66,763	69%
1990-91	3,423	111,763	74%
1991-92	4,631	136,697	80%
1992-93	5,310	161,512	84%

- ◆ Most students who transfer do so after they have completed the equivalent of one year of academic study, rather than completing an associate degree.
- ◆ During 1993, New Mexico's postsecondary institutions have collaborated to identify a recommended list of first-year courses which are guaranteed to transfer to any New Mexico university and which apply toward the general education requirements for most degree programs.
- ◆ Among students seeking to transfer credits into two-year institutions, 29% already hold a bachelor's degree.

**Annual Tuition and Fees
for Resident Undergraduates
at New Mexico Four-Year Institutions
1993-1994**

Table 8

Institution	Tuition	Fees	Total	%Incr Over 5yrs.	%Incr Over 10yrs.	Tuition as % of I & G
ENMU	\$949	\$490	\$1,440	26.3%	93.8%	16.1%
NMHU	\$974	\$416	\$1,390	25.7%	150.1%	16.1%
NMIMT	\$1,258	\$607	\$1,865	88.0%	110.8%	11.3%
NMSU	\$1,344	\$528	\$1,872	35.1%	115.2%	20.2%
UNM	\$1,368	\$420	\$1,788	30.3%	119.1%	18.3%
WNMU	\$915	\$479	\$1,394	44.4%	132.4%	12.7%

- ◆ In 1993-94, students at New Mexico four-year institutions will pay an average of \$1,625 in tuition and fees for the academic year.
- ◆ Tuition and fees at New Mexico four-year institutions have increased 41.6% over the last five years.
- ◆ At four-year institutions, tuition covers 15.8% of Instruction and General (I&G) expenditures per student.
- ◆ Institutional expenditures for I&G include instruction, student services, academic and administrative support, and physical plant costs. I&G **does not** include research, public service, financial aid, auxiliaries, athletics, or independent operations. The far right column shows tuition as a percentage of each institution's average unrestricted I&G expenditures per FTE student.

Source: CHE "Overview of Institutional Operating Budgets". The ten-year comparison was derived from WICHE report "Tuition and Fees in Public Higher Education in the West, 1984-1985".

Annual Tuition and Fees
for Resident Undergraduates
at New Mexico Two-Year Institutions
1993-1994

Table 9

Institution	Tuition	Fees	Total	%Incr Over 5yrs.	%Incr Over 10yrs.	Tuition as % of I & G
Two-Year Branch Institutions						
ENMU Roswell	\$588	\$48	\$636	9.7%	54.4%	13.8%
NMSU Alamogordo	\$624	\$48	\$672	21.7%	75.0%	16.9%
NMSU Carlsbad	\$672	\$48	\$720	30.4%	114.3%	15.3%
NMSU Dona Ana	\$644	\$120	\$744	34.8%	223.5%	17.1%
NMSU Grants	\$576	\$24	\$600	8.7%	66.7%	10.5%
UNM Gallup	\$600	\$24	\$624	13.0%	79.3%	15.8%
UNM Los Alamos	\$588	\$24	\$612	27.5%	92.5%	13.2%
UNM Valencia	\$600	\$48	\$648	20.0%	103.8%	16.3%
Two-Year Independent Institutions						
ATVI (Academic)	\$606	\$40	\$646	21.0%	n/a	14.2%
ATVI (Vo-Tech)	\$0	\$40	\$40	33.3%	100.0%	0%
CCC	\$504	\$16	\$520	4.8%	60.5%	13.3%
LVTI	\$0	\$20	\$20	0%	0%	0%
NMJC	\$456	\$40	\$496	30.5%	202.4%	11.3%
NMMI	\$655	\$540	\$1195	30.0%	65.0%	n/a
NNMCC	\$492	\$46	\$538	12.6%	60.1%	9.1%
SFCC	\$408	\$26	\$434	4.3%	39.1%	6.4%
SJC	\$312	\$48	\$360	0%	0%	6.2%
TAVS	\$0	\$20	\$20	0%	0%	0%

- ◆ In 1993-94, students at these institutions will pay an average of \$589 in tuition and fees for the academic year.
- ◆ Tuition and fees at the two-year institutions have increased 17.1% over the last five years.
- ◆ In 1993-94, students at these institutions will pay an average of 12.8% of the Instruction and General costs.

Source: CHE "Overview of Institutional Operating Budgets". The ten-year comparison was derived from WICHE report: "Tuition and Fees in Public Higher Education in the West, 1984-1985".

Financial Assistance Programs

Table 10

Program	1991-1992		1992-1993	
	No. of Awards	Total Disbursed	No. of Awards	Total Disbursed
Federal Programs				
Pell Grants	27,480	\$40,132,544	30,867	\$45,275,737
College Work Study	4,595	6,525,969	4,616	6,892,410
Supp. Educ. Oppor. Grants	5,089	3,012,824	6,197	3,437,996
Parent Loans	403	1,297,759	510	1,508,493
Supp. Loans for Students	711	2,146,864	1,351	4,088,460
Perkins Loan	3,918	4,200,113	3,190	3,632,157
Stafford Student Loan	15,371	44,092,025	16,949	48,634,086
Other Federal	257	552,669	518	1,103,081
Total Federal	57,824	\$101,960,767	64,196	\$114,572,422
State Programs				
State Student Incentive Grants	8,226	\$5,390,187	8,497	\$5,819,044
Student Choice	75	119,483	314	613,986
Athletic Scholarships	1,051	3,331,237	1,102	3,827,595
3% Scholarships (Need Based)	1,508	965,122	1,811	1,200,068
3% Schol. (Non-Need Based)	1,820	1,658,221	1,518	1,545,047
New Mexico Scholars	636	1,212,516	714	1,435,714
Graduate Scholarships	79	321,342	80	333,039
Vietnam Veterans' Schol.	87	72,520	98	72,497
Work Study (Need Based)	2,393	3,496,666	2,649	3,798,184
Work Study (Non-Need Based)	915	1,345,128	941	1,512,259
Minority Doctoral Assistance	2	50,000	6	47,800
Other State Programs	1,357	3,160,695	2,749	4,586,804
Total State	18,175	\$21,245,681	20,605	\$24,869,637
Private Aid Programs	9,036	\$10,385,929	10,928	\$16,295,621
Grand Total	85,022	\$133,531,095	95,668	\$155,698,880

Source: Institutional Financial Aid Summary Reports

New Mexico Financial Assistance Programs

State Student Incentive Grants

This grant program combines federal and state funds in order to permit extremely needy New Mexico residents to pursue a higher education.

Student Choice

The purpose of this program is to assist financially needy students in attending St. John's College, College of the Southwest, or the College of Santa Fe.

New Mexico Scholars

The purpose of this program is to encourage outstanding New Mexico high school students to attend college in New Mexico.

Graduate Scholarships

This program provides scholarships to graduate students under-represented by virtue of their ethnic background, physical disability, or gender.

Vietnam Veterans' Scholarship

The purpose of this program is to provide financial assistance to New Mexico residents who are Vietnam Veterans enrolled in one of New Mexico's higher education institutions.

Work Study

This program provides employment opportunities for residents of the State who are enrolled full-time in one of New Mexico's higher education institutions.

Minority Doctoral Assistance Program

This is a loan-for-service program for the purpose of increasing the number of under-represented students obtaining a doctorate and then teaching at one of New Mexico's four-year institutions.

Childcare

This program is designated for the childcare needs of secondary students in New Mexico. Students receiving this support do not have to be recipients of other student financial aid.

Medical Physician /Physician Assistant Student Loan

This is a loan-for-service program for the purpose of increasing the number of medical doctors and/or physician assistants in rural areas of New Mexico.

Nursing Student Loan

This is a loan-for-service program for the purpose of increasing the number of nurses in medically under-served areas in New Mexico

Osteopathic Medical Student Loan

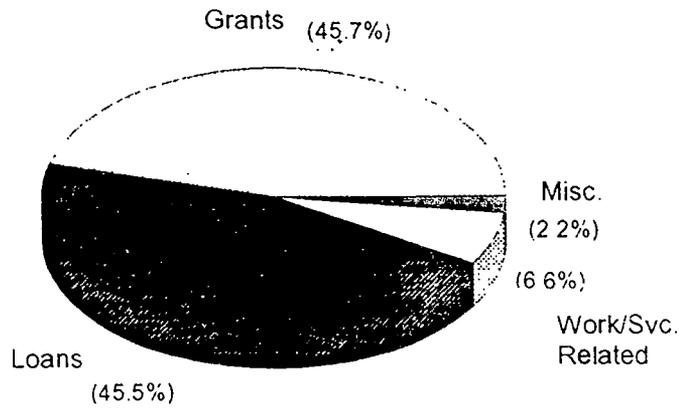
This is a loan-for-service program for the purpose of increasing the number of osteopathic physicians in medically under-served areas in New Mexico.

Southeastern New Mexico Minority and Handicapped Teachers' Scholarship

This is a loan-for-service program for the purpose of increasing the number of under-represented students obtaining a degree in order to teach in one of New Mexico's five southeastern counties: Lea, Chavez, Otero, Eddy, or Roosevelt.

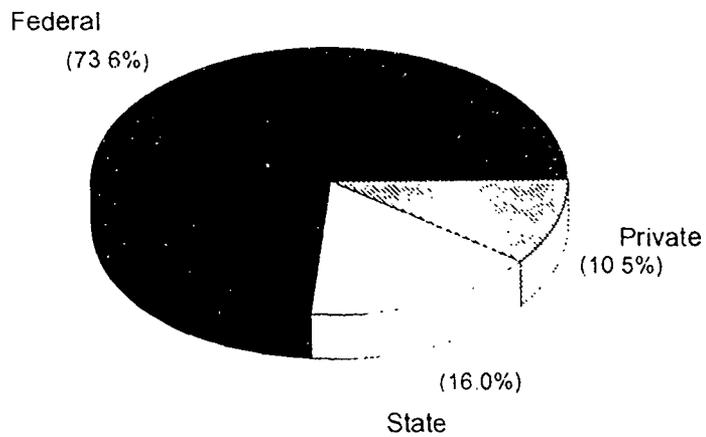
Types of Financial Assistance

All Sources for 1992-1993



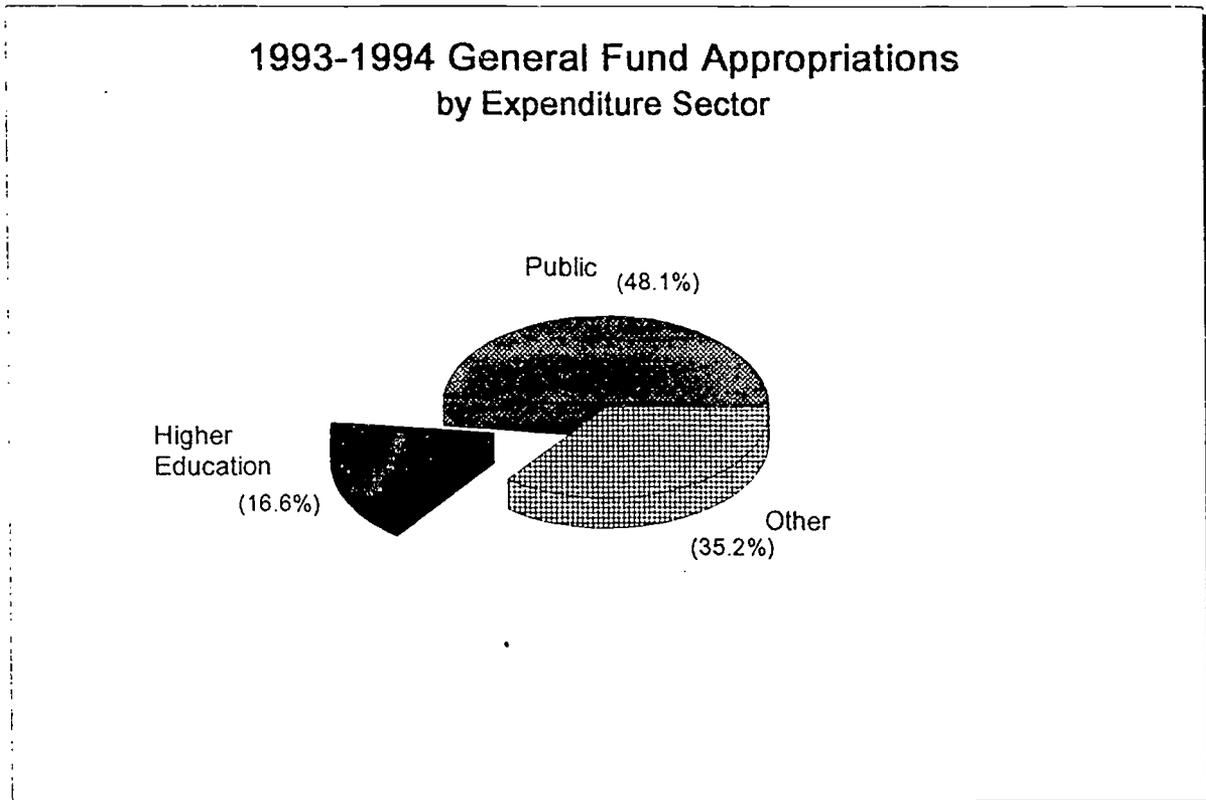
Sources of Financial Assistance

1992-1993



HIGHER EDUCATION FINANCING

- ✓ Revenue Sources
- ✓ State Appropriations
- ✓ Institutional Revenue Sources
- ✓ Expenditures
- ✓ Faculty Compensation
- ✓ Capital Outlay



**General Fund Appropriations
for Higher Education in New Mexico
(Dollars in Millions)**

Table 11

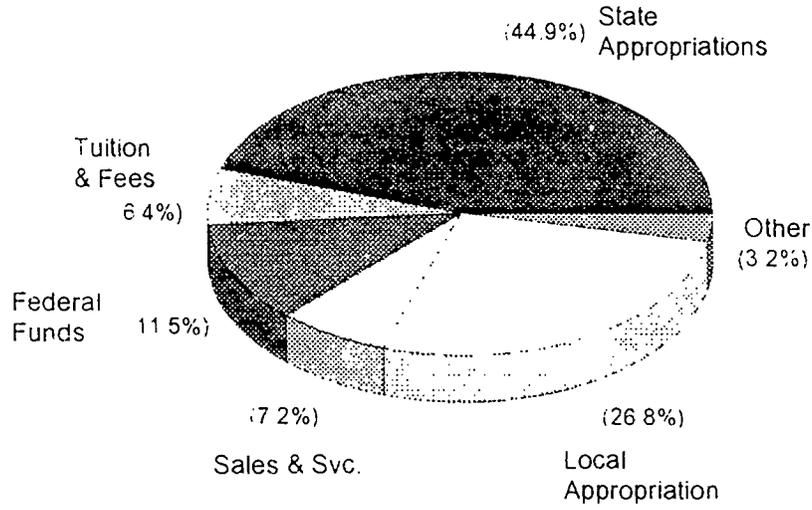
Academic Year	Total General Fund	Higher Education	Higher Ed. as % of Total
1977-78	\$601.76	\$108.50	18.0%
1978-79	\$670.75	\$126.00	18.8%
1979-80	\$780.30	\$139.21	17.8%
1980-81	\$882.18	\$161.08	18.3%
1981-82	\$1,061.92	\$185.14	17.4%
1982-83	\$1,181.69	\$202.45	17.1%
1983-84	\$1,243.86	\$211.37	17.0%
1984-85	\$1,330.20	\$240.60	18.1%
1985-86	\$1,384.02	\$243.57	17.6%
1986-87	\$1,444.07	\$245.38	17.0%
1987-88	\$1,495.10	\$257.89	17.2%
1988-89	\$1,600.22	\$271.81	17.0%
1989-90	\$1,740.84	\$298.25	17.1%
1990-91	\$1,925.86	\$334.44	17.4%
1991-92	\$2,063.40	\$348.33	16.8%
1992-93	\$2,162.40	\$363.90	16.8%
1993-94	\$2,368.80	\$392.10	16.6%

Refer to note on page 30.

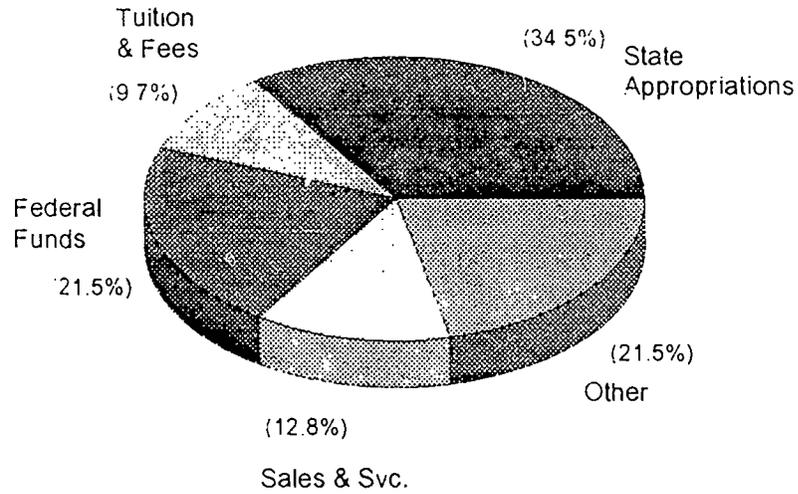
- ◆ Total general fund appropriations for the state of New Mexico have increased 294% between 1977 and 1993.
- ◆ General fund appropriations to higher education have increased 261% between 1977 and 1993.
- ◆ Higher education in New Mexico has received between 16% and 19% of general fund appropriations for the past fifteen years, although higher education's share of total general fund appropriations has decreased during the past three years.

Source CHE analysis of General Appropriation Acts.

Institutional Revenue Sources All Two-Year Institutions Combined



Institutional Revenue Sources All Four-Year Institutions Combined



Instruction and General Expenditures Unrestricted Funds

Table 12

Institution	1992-1993			1993-1994		
	Instruction \$/FTE	General \$/FTE	Total I&G \$/FTE	Instruction \$/FTE	General \$/FTE	Total I&G \$/FTE
Four-Year Institutions						
ENMU	\$3,174	\$2,783	\$5,957	\$3,337	\$2,730	\$6,067
NMHU	3,115	3,122	6,237	3,598	3,611	7,209
NMIMT	5,596	6,831	12,427	5,118	6,047	11,165
NMSU	3,602	2,691	6,294	3,827	2,838	6,665
UNM	3977	3109	7086	4,254	3,238	7,492
WNMU	2,830	2,891	5,722	3,099	2,788	5,887
Average	\$3,716	\$3,571	\$7,287	\$3,872	\$3,542	\$7,414
Two-Year Branch Institutions						
ENMU Roswell	\$2,078	\$2,136	\$4,214	\$2,242	\$2,007	\$4,249
NMSU Alamogordo	2,117	1,581	3,698	2,114	1,582	3,696
NMSU Carlsbad	2,246	1,644	3,890	2,638	1,765	4,403
NMSU Dona Ana	2,298	1,319	3,616	2,497	1,426	3,923
NMSU Grants	2,268	2,557	4,825	2,557	2,945	5,502
UNM Gallup	2,150	1,530	3,681	2,222	1,579	3,801
UNM Los Alamos	2,007	2,368	4,374	2,000	2,469	4,469
UNM Valencia	1,727	1,740	3,467	1,821	1,867	3,688
Average	\$2,111	\$1,859	\$3,971	\$2,261	\$1,955	\$3,373
Two-Year Independent Institutions						
ATVI	\$2,184	\$1,810	\$3,994	\$2,294	\$1,972	\$4,266
CCC	2,028	1,766	3,794	1,988	1,807	3,795
LVTI	3,321	4,574	7,895	3,307	4,929	8,236
NMJC	2,110	2,148	4,258	1,919	2,112	4,031
NNMCC	2,450	3,290	5,740	2,276	3,106	5,382
SFCC	2,712	2,896	5,608	2,751	3,612	6,363
SJC	2,164	2,784	4,948	2,221	2,804	5,025
TAVS	2,742	2,974	5,717	5,462	5,882	11,344
Average	\$2,464	\$2,780	\$5,244	\$2,777	\$3,278	\$6,055
State Average	\$2,764	\$2,737	\$5,501	\$2,970	\$2,925	\$5,614

- ◆ Institutional expenditures of unrestricted funds for I&G include instruction, student services, academic and administrative support, and physical plant costs. I&G **does not** include research, public service, financial aid, auxiliaries, athletics, or independent operations.

Budgeted Faculty Salary Increases 1989-90 through 1992-93

Table 13

Institution	1989-90	1990-91	1991-92	1992-93	1993-94
Four-Year Institutions					
ENMU	5.0%	4.7%	1.7%	6.0%	4.9%
NMHU	6.0%	5.0%	6.0%	4.0%	4.0%
NMIMT	5.0%	5.0%	2.2%	3.5%	8.0%
NMSU	4.0%	6.0%	3.0%	2.0%	4.0%
UNM Main Campus	6.7%	7.0%	4.9%	2.4%	4.0%
UNM Medical Center	7.0%	6.5%	2.5%	3.0%	4.0%
WNMU	5.5%	6.0%	2.0%	2.0%	3.0%
Two-Year Branch Institutions					
ENMU Roswell	5.0%	6.0%	1.5%	4.0%	3.5%
NMSU Alamogordo	4.0%	6.0%	3.0%	2.0%	4.0%
NMSU Carlsbad	4.0%	6.0%	3.0%	3.0%	4.0%
NMSU Dona Ana	4.0%	6.0%	3.0%	2.0%	4.0%
NMSU Grants	4.0%	6.0%	3.0%	3.0%	4.0%
UNM Gallup	5.5%	12.0%	5.0%	5.0%	4.0%
UNM Los Alamos	N/A	N/A	N/A	N/A	4.0%
UNM Valencia	6.5%	8.8%	4.5%	1.8%	4.0%
Two-Year Independent Institutions					
ATVI	5.0%	6.0%	1.5%	4.5%	5.4%
CCC	5.4%	4.8%	2.2%	5.2%	5.6%
LVTI	5.0%	6.0%	3.0%	3.0%	5.0%
NMJC	7.0%	6.0%	2.0%	2.0%	4.7%
NMMI	4.9%	7.0%	3.0%	2.0%	3.9%
NNMCC	8.6%	3.2%	6.5%	3.6%	4.2%
SFCC	6.3%	6.5%	6.0%	4.0%	4.0%
SJC	5.5%	4.0%	6.0%	3.0%	4.0%
TAVS	5.0%	6.0%	2.0%	4.0%	3.5%

Source: Annual institutional operating budget submissions and revisions.

**Faculty Salary and Compensation Levels
at New Mexico Four-Year Institutions
1992-1993**

Table 14

Institution	Average Faculty Salary			Average Faculty Compensation		
	New Mexico	Comparison Group	NM % of Comp Group	New Mexico	Comparison Group	NM % of Comp Group
ENMU	\$35,802	\$37,206	96.2%	\$44,492	\$46,456	95.8%
NMHU	\$34,788	\$37,344	93.2%	\$42,672	\$47,107	90.6%
NMIMT	\$42,100	\$48,147	87.4%	\$51,347	\$59,497	86.3%
NMSU	\$42,501	\$46,209	92.0%	\$51,728	\$57,237	90.4%
UNM	\$46,161	\$50,043	92.2%	\$55,042	\$61,824	89.0%
WNMU	\$35,617	\$38,212	93.2%	\$43,417	\$47,806	90.8%

Refer to note on page 30

- ◆ Faculty salaries at New Mexico four-year institutions tend to be lower than faculty salaries at similar institutions in other states.
- ◆ New Mexico's faculty compensation levels, as a percent of the comparison groups, tend to be relatively lower than New Mexico faculty salary levels, as a percent of the comparison groups.
- ◆ In 1992-1993, average compensation levels of the New Mexico four-year institutions ranged from 86.3% to 95.8% of the comparison group figures.

Source: Data derived from the American Association of University Professors Survey

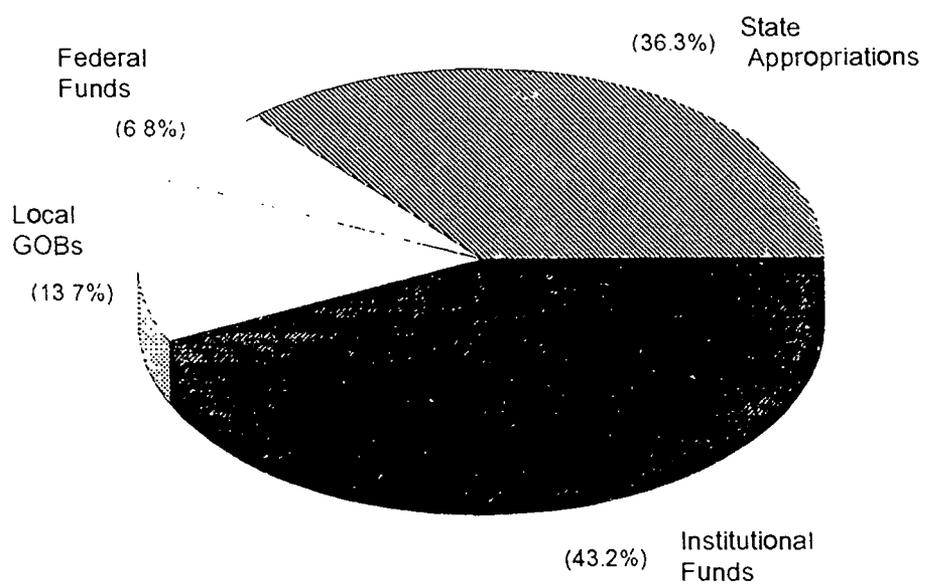
State Capital Outlay Appropriations 1989-1993

Table 15

Institution	1989	1990	1991	1992	1993	TOTAL
Four-Year Institutions						
ENMU	\$877,000	\$325,000	\$0	\$1,207,965	\$106,300	\$2,516,265
NMHU	530,000	270,000	0	4,572,905	486,000	5,858,905
NMIMT	5,770,076	500,000	0	4,989,794	117,400	11,377,270
NMSU	100,000	0	0	10,963,811	3,314,350	14,378,161
UNM	1,650,000	260,000	0	13,771,833	8,626,200	24,308,033
WNMU	1,200,000	0	0	1,543,692	465,700	3,209,392
Subtotal	\$10,127,076	\$1,355,000	\$0	\$37,050,000	\$13,115,950	\$61,648,026
Two-Year Branch Institutions						
ENMU Roswell	\$0	\$0	\$0	\$167,250	\$13,250	\$167,250
NMSU Alamogordo	0	0	0	3,052,379	13,250	3,052,379
NMSU Carlsbad	0	0	0	1,440,720	13,250	1,440,720
NMSU Dona Ana	0	0	0	2,390,322	113,250	2,390,322
NMSU Grants	200,000	0	0	94,198	8,850	294,198
UNM Gallup	40,000	175,000	0	163,570	983,250	378,570
UNM Los Alamos	454,000	0	0	703,780	308,850	1,157,780
UNM Valencia	0	0	0	2,125,856	53,250	2,125,856
Subtotal	\$694,000	\$175,000	\$0	\$10,138,075	\$1,507,200	\$11,007,075
Two-Year Independent Institutions						
ATVI	\$50,000	\$50,000	\$198,400	\$1,995,629	\$189,650	\$2,294,029
CCC	0	0	0	2,681,661	13,250	2,681,661
LVTI	225,000	0	0	1,226,853	438,250	1,451,853
NMJC	350,000	300,000	0	839,908	238,250	1,489,908
NMMI	0	0	0	102,170	0	102,170
NNMCC	392,000	3,400,900	0	1,018,208	13,250	4,811,108
SJC	0	0	0	2,816,692	22,100	2,816,692
SFCC	450,000	0	0	4,652,225	13,250	5,102,225
TAVS	78,800	75,000	0	1,159,003	133,850	1,312,803
Subtotal	\$1,545,800	\$3,825,900	\$198,400	\$16,492,349	\$1,061,850	\$22,062,449
Total	\$12,366,876	\$5,355,900	\$198,400	\$63,680,424	\$15,685,000	\$94,717,550

Refer to note on page 30

Higher Education Capital Outlay 1985-1993 Funding Sources



OTHER SPECIAL PROGRAMS

- ✓ Eisenhower Mathematics and Science Program
- ✓ Cooperative Education
- ✓ Educational Options Information Campaign
- ✓ Math, Engineering, Science Achievement (MESA)



Eisenhower Mathematics and Science Program

The nationwide Eisenhower Mathematics and Science Program allocates federal funds to states for the purpose of improving the skills of elementary and secondary math and science teachers and increasing the quality of math and science education. Part of this funding is distributed to higher education institutions by the Commission, based upon competitive proposals.

Most often, these funds support summer professional development projects for teachers. Beginning in 1993, many of these projects are being conducted in collaboration with the state's Systemic Initiative for Mathematics and Science Education (SIMSE) with additional support from the National Science Foundation.

- ◆ The history of this program in New Mexico reveals an increasing number of projects provided annually through an increasing number of higher education institutions.

Project Year	Number of Institutions	Total Projects	Eisenhower Funding
1986	3	4	\$161,623
1987	2	3	\$71,104
1988	4	4	\$105,101
1989	4	5	\$198,360
1990	4	5	\$202,496
1991	4	5	\$212,540
1992	5	8	\$338,511
1993	6	15	\$391,282

- ◆ Annually, more than 400 public school teachers of mathematics and science receive advanced training through this program.
- ◆ Most recently, summer projects have focused upon teaching techniques to involve students more actively in learning and to increase the success of ethnic-minority students, who tend to be under-represented in advanced studies in science, mathematics, or engineering.
- ◆ Individual project evaluations by participating teachers and a recently released national assessment of the Eisenhower program have both indicated a high level of support for this form of continuing professional development.

Cooperative Education

In 1988, the State Legislature created the New Mexico Cooperative Education Program for the purpose of developing and expanding cooperative education ("co-op") programs in New Mexico. The Commission on Higher Education helps institutions to establish and expand programs and collects information about the programs.

Each postsecondary institution in the state defines and administers cooperative education according to the mission of the institution and the needs of the community it serves. As a result, the programs differ considerably.

The Commission has provided a broad working definition of cooperative education which is to be used as a guideline for institutions to follow. For the purposes of reporting, the Commission requires that to be considered as cooperative education, work placements must be career/degree related, be paid employment, and be formalized with a written agreement.

More students have been placed in cooperative education experiences each year since the Legislature initiated funding.

1989-90	1,088	placements were reported
1990-91	1,185	placements were reported
1991-92	1,508	placements were reported
1992-93	1,646	placements were reported

Fifteen of New Mexico's public institutions operate formal Cooperative Education Programs. Four other institutions have other career-related paid experiential programs and are exploring the possibility of developing a formal cooperative education program. Three colleges have not yet developed work experience programs but are studying the concept.

In order to best meet the needs of the student, the institution, and the business community, the Commission encourages many forms of experiential education, which institutions may or may not classify as cooperative education. Efforts are also being made to review other kinds of career-related work placements of students. In 1992-93, information was sought regarding those placements. Although some institutions are not yet able to provide that information, it is anticipated that in the future, availability of information will increase.

Efforts continue to be made by the Commission staff to expand job development opportunities, particularly in rural areas. The Rural Cooperative Education Pilot Project was developed in Clovis and Portales for the purpose of creating awareness about cooperative education and exploring potential placement opportunities. This was a collaborative effort, initiated by the Commission, with the New Mexico Small Business Development Centers (Lead Center in Santa Fe and Service Center at Clovis Community College), Clovis Community College, and Eastern New Mexico University.

Educational Options Information Campaign

In 1990, the New Mexico State Legislature created the Educational Options Information Campaign (EOIC) to encourage more New Mexicans to pursue higher education. The objective of the campaign was to increase the awareness of middle school students, parents, and prospective adult students regarding the opportunities, expectations and preparations necessary for postsecondary education. The program is administered by the Commission.

In 1992, the Legislature focused funding for the program on encouraging adults to return to school. The statewide campaign that was developed to promote the value of education to adults, uses the theme "Its Never Too Late To Go Back to School" and disseminates information through the following approaches:

- ◆ **Brochure:** a brochure has been printed in English and Spanish and lists educational options with sites and telephone numbers of postsecondary institutions in New Mexico;
- ◆ **Toll-Free Phone Line:** a centrally located toll-free line is available for adults to obtain information, request materials and be referred for help;
- ◆ **Poster:** a poster has been developed that describes various program options and locations. A tear-off with the toll-free number is included;
- ◆ **Paid Service Announcements:** radio and television spots have been created to encourage adults to explore educational options. Radio announcements are in English, Spanish, and Navajo; and a
- ◆ **Resource Guide For Returning Adults:** a hands on, "How To" guide listing institutions, contact persons, program resources, and financial aid for adults has been published and is made available free to prospective adult students.

In the fall of 1993, the direction and scope of the program was expanded. The program now emphasizes a personalized approach and has developed a stronger network of institutional and community resources to whom and from whom adult prospects are referred.

The Campaign is currently participating in the development of a new and innovative approach utilizing an interactive computer kiosk to provide information to the public. The campaign has been selected as one of three programs to be highlighted as part of a demonstration model for legislative review.

Math, Engineering, Science Achievement (MESA)

In 1982, based on a model program at the University of California, the NM MESA Inc. program was created. NM MESA, a non-profit organization, is part of a national educational enrichment program for pre-college students from under-represented ethnic groups.

NM MESA prepares junior-high and high-school students for college majors and careers in mathematics, engineering, science and other related fields. NM MESA is designed to increase the number of under-represented ethnic minorities in the aforementioned professions. Their activities include tutoring, independent study, field trips, leadership workshops, summer enrichment and employment programs, scholarship incentives, and academic, university and career counseling..

The scope of NM MESA's pre-college program includes:

- Encouraging targeted students to acquire the necessary academic skills.

- Promoting career awareness.

- Ensuring community cooperation and interaction.

- Preparing minority students for careers in mathematics, engineering and the sciences.

Forty schools participate in the NM MESA program statewide, serving over 2,400 junior-high and high-school students. While the majority of funding comes from private companies and foundations (more than 45%) NM MESA also relies on state funding for over 40% of their total budget.

NOTES

- Table 1 The figures exclude off-campus enrollments and the UNM Medical School.
- Table 3 The data reported in this table is based on the adjusted residency status of the students. Adjusted Residence Status includes those students whose state of legal residence is New Mexico plus students with special tuition status (due to military service, receipt of a competitive scholarship, Native Americans, tuition reciprocity agreements, participation in a student exchange, or those carrying six hours or less).
- Table 4 Ethnicity and gender are reported to each institution by students. These figures are for students enrolled in credit courses on campus, including those pursuing a certificate or degree and those enrolled for other purposes. The calculation of percentages in ethnic clusters is based only upon the number of students in the five clusters, **not** the total number of students. Approximately 3% of the students are non-resident aliens and/or did not report an ethnicity.
- Tables 5&6 The numbers of associate degrees do not include ATVI, LVTI, TAVS, or NMMI. The calculation of percentages in ethnic clusters is based only upon the number of degrees awarded in the five clusters, **not** the total number of awards. Some certificates and degrees are awarded to non-resident alien students or students who do not report an ethnicity. Master's degrees include educational specialist awards. Doctoral degrees include first professional degrees in law and medicine at UNM.
- Table 11 Higher education appropriations include funds appropriated for instruction and general purposes, financial aid, and a range of research and public service programs.
- Table 14 Comparison groups for each institution were adopted by the Commission on August, 1990. The comparison groups generally consist of sixteen institutions, no more than four of which are from outside of a specified geographic region. The key factors in the selection of comparison group institutions included similarity in mission, size, and range of instructional programs.
- Table 15 The capital outlay figures include each institution's share of 1988 and 1992 appropriations to the Commission for instructional equipment. They do not include appropriations made from statewide G.O. bonds in 1990 as the bond issue failed. The figures do not include reauthorizations. The 1993 library acquisition appropriation made by the legislature has been included and allocated by institution.

MISSION OF THE COMMISSION ON HIGHER EDUCATION

- Provide leadership in developing a shared vision of the system of higher education most appropriate for responding to the needs of Mexico's citizens in the present and in the future;
- Foster access to high quality postsecondary education for all Mexican citizens, regardless of income level, ethnic background, place of residence, or disability;
- Identify and promote adequate and equitable funding policies for Mexico's public postsecondary institutions, with special attention to the use of all available resources; and
- Promote and coordinate a high quality system of post secondary education that is responsive to changing needs.

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